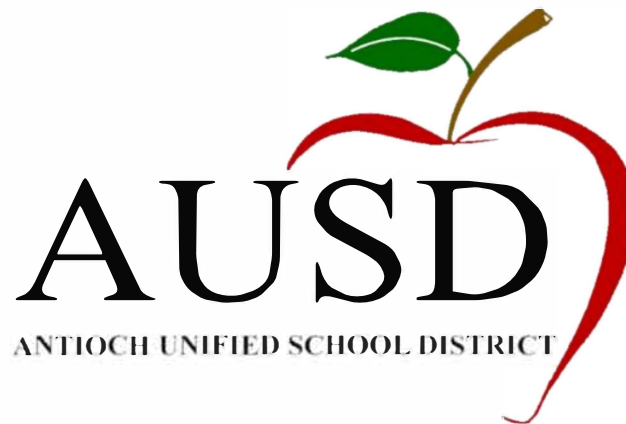


EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

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Adopted by the Board of Education on June 15, 2022

**This Program Plan Template Guide is required by California Education Code (EC)
Section 46120(b)(2)**

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Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Antioch Unified School District

Contact Name: Ed Dacus

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Contact Phone: (925) 779-7500 x 42154

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning

Opportunities Program (ELO-P). Add additional rows as needed.

1. Belshaw Elementary
2. Carmen Dragon Elementary
3. Diablo Vista Elementary
4. Fremont Elementary
5. Grant Elementary
6. Kimball Elementary
7. London Elementary
8. Lone Tree Elementary
9. Marsh Elementary
10. Mission Elementary
11. John Muir Elementary
12. Orchard Park School
13. Sutter Elementary
14. Tumer Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

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Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Antioch Unified School District (AUSD) in partnership with After School Program (ASP) vendors, has developed and implemented clear structures and systems for staff, students, and parents regarding sign-in and sign-out procedures. All stakeholders are oriented on these procedures during staff onboarding, initial parent orientations, and for students, during the first two weeks of the program. All participants must sign in and sign out of the program each day. Students will gather with ASP staff in a designated place at the start of each program day. There is a designated area for student release when the program ends to ensure student safety.

A Family Handbook is provided for parents/guardians at their orientation. It outlines attendance requirements and the early release policy. Parents must communicate with ASP staff if their child will not attend the program or is requesting an early pick-up. A cross-check occurs whenever a student is present for the school day but absent for the after-school program. Staff review the student absence listings and verify regular day attendance with the school office staff. Within the first 15 minutes of the program's start time, ASP staff call parents of absent students who attended the regular school day but did not attend the after-school program and when no parent notice was given for the absence.

ASP staff incorporates the school's site safety plan to support safety protocol, a chain of command, evacuation procedures, and other relevant measures. Drills for fire, earthquake, and lockdown are conducted monthly. ASP classrooms include emergency postings, supplies, and backpacks that are easily accessible in the event of an evacuation. All ASP staff carry a program-wide roster that includes students' authorized pickup person, contact numbers, and a list of allergies or medications.

ASP staff receive training in CPR, first aid, and emergency procedures. Staff complete training in Mandated Reporting, Playground Active Supervision, Classroom Safety, and Student to Student Disruptive Behaviors.

All ASP staff members utilize hand-held, 2-way radios to communicate during program hours on the school campus. In the event of an emergency, minor or major, staff will alert the Program Coordinator or Program Lead Assistant immediately. The Program Coordinator will assess the situation, determine necessary actions, and notify the principal, parents, program manager, and/or local authorities, when appropriate.

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2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The program incorporates youth development practices promoting a sense of connectedness, belonging, and building students' assets, including goal setting to promote decision-making. Students are given options for enrichment based on their interests. Students have an opportunity to engage with hands-on minds-on, project-based learning that results in long-term projects and/or events.

The academic program component includes a STEAM focus and other activities, such as arts, cooking and nutrition, and community service, supporting positive youth development. Students participate in outdoor games where they develop their leadership, conflict resolution, and mediation skills, and practice collaborative thinking. Students have daily physical activities and a nutritious snack. All activities are led by staff trained extensively in youth development principles and practices as well as safety procedures to ensure students are safe physically and emotionally.

Academic enrichment activities are highly engaging, challenging, project-based, and interactive. Enrichment activities are selected in collaboration with each school and based on students' interests to promote regular attendance and active engagement. Activities provide students opportunities for experiential learning, academic skill-building, self-expression, development of interpersonal and leadership skills, and self-confidence. The goal of enrichment activities is to strengthen students' connections to their school, to caring and supportive adult staff, and to promote students' fitness and health.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill-building.

The ASP academic component is designed to support and complement school-day academic goals. The ASP provides ELA academic assistance through homework assistance, and lessons targeting reading comprehension, word fluency, and critical thinking. Through homework support, academic skill-building activities, and enrichment opportunities, staff promote the academic engagement and skill confidence of all students.

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4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Staff conduct student, parent, and teacher surveys yearly. Based on the outcome data, the program is modified. AUSD in collaboration with ASP staff actively engages in a continuous quality improvement process. The School Leadership, Coordinator, and Manager meet regularly to plan, assess, and talk about any areas for improvement.

The ASP provides participants with ongoing opportunities and space to share their viewpoints, concerns, and interests through leadership clubs, peer mentoring, community meetings, and agreements and co-planning with youth input. Middle school youth collaborate in the creation of program-wide newsletters sharing program information with the school.

Youth voice and choice are integrated throughout all AUSD ASP programs. Youth in the lower grades are provided with multiple opportunities to make positive choices for themselves throughout the program day. For example, lower-grade youth will be given opportunities to help plan enrichment activities. Older youth will exercise their voice by mentoring younger youth and co-facilitate activities with support from the program staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Youth participate in planned intentional activities that focus on making positive healthy choices, teamwork, regular exercise, and wellness. Structured physical activities promote healthy, daily activities which include sports, ice breakers, team building activities, and other exercises that allow students to warm up, work out, and cool down.

The after-school program incorporates daily mindfulness activities to support the development of student wellness. Program participants engage in daily community-building activities to develop positive peer relationships. Program participants engage in daily self-reflection to support the development of self-awareness. The program schedule also has a time slot for both a healthy snack and supper. Meals and snacks meet California Nutritional Guidelines.

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6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.

Describe how the ELO-P will provide access and opportunity for students with disabilities.

The ASP activity calendars and lesson plans include activities to promote cross-curricular connections throughout the program. Through planned enrichment activities students are provided opportunities to explore diverse histories, cultural awareness, food, music, games, and art. For example, when students learn about Native American Culture, they may build teepees for STEAM, write with pictographs for literacy, play games from that time period for team building and enjoy Native American foods.

The ASP supports and participates in cultural events sponsored by the school. Events are promoted amongst families to encourage community building and cultural expression. In addition, the staff hosts an annual program to showcase youth's work, promote diversity and build community.

ASP staff regularly collaborate with families and school staff to better meet the needs of the youth. The ASP staff works alongside school day teaching staff to identify youth ELA needs and strategies that support school day learning. AUSD ASPs provide multiple opportunities for youth to build upon their ELA skills through research projects and peer-to-peer presentations.

The ASP staff are diverse. Leadership actively recruits staff primarily in the communities served so that the staff reflects participants' cultural and linguistic diversity.

Activities are culturally diverse, and through activities such as dance and art, students learn about other cultures and have several artistic means to express themselves.

AUSD and ASP staff are committed to serving all students and give priority to serving students who are struggling in school and most in need of academic and enrichment support. Our ASPs are guided by best practices in youth development and use a strength-based approach to building youth assets. In the ASP, we try to connect students to their areas of strength, be it in areas of academics or enrichment, such as art, dance, sports, and leadership. Often, challenging students find a "foothold" in the after-school program that allows them to also gain a stronger foothold in the regular school day program.

Program Coordinators work closely with the school's Student Support Teams and in particular, the school counselor, and/or other lead teachers who assess student needs and ensure that each student's after-school curriculum is aligned with and

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addresses the student's regular school day needs. The ASP staff also works with the district or school's special education department to ensure equitable access for students with special needs. Further, the program staff works with teachers to address the academic and enrichment needs of English Language Learners.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

ASP staff must meet the requirements for an Instructional Aide prior to employment. Most of the ASP staff are college graduates or currently attending college. In addition, all staff must have college-level proficiency in English and Mathematics. If a prospective staff member does not possess a minimum of 48 college units, candidates must pass an instructional aide exam.

ASP leadership conducts the central recruitment, outreach, hiring, and onboarding process for all the after-school programs. This is accomplished by attending recruitment fairs and posting on additional social media networks. ASP leadership regularly participates in the local school district and college career fairs. High standards are maintained for recruiting and retaining staff. Program Managers must have strong backgrounds in youth development theory and practice, program management, coaching, training, crisis management, and the delivery of academic curricula.

Program Coordinators have the following qualifications: leadership capacity and ability to inspire others, familiarity with youth development theory and practice, ability to develop strong relationships and work closely with diverse individuals and organizations, effective time management, coordination, communication, problem-solving skills, positive work ethic, ability to train and support co-workers and volunteers, and knowledge of a variety of games, sports, arts, and other child-related activities.

ASP Program Instructors who lead programming must have a knowledge base of core elementary/ middle school subjects, experience working with children of various demographics and diverse backgrounds, strong communication and writing skills, facilitation skills, and classroom behavior management. They must be able to clearly explain instructions, communicate professionally with parents and school staff, and be comfortable teaching a lesson.

All ASP staff participate in a professional development program with three goals:

1. ensure that all staff have the knowledge and skills to do a high-quality job
2. foster the continuous professional and personal growth that leads to job

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- satisfaction and retention at the agency
3. ensure that the staff feels valued and supported through close-knit, positive, and collaborative teams.

ASP Coordinators are trained in an initial week-long summer institute, monthly, and a series of quarterly training and cohort opportunities. At the summer institute, Program Coordinators receive extensive training focused on the ASP Coaching Model, Strength-Based Institute, Train the Trainers, Missions/Values, Youth Development, Supervision, Various Student Behavior and Need Scenarios, and Policies and Procedures.

Program Instructors also participate in the summer institute and receive monthly site-level training and are offered numerous quarterly training opportunities. Topics include Relationship Building, Youth Program Quality Assessment, Lesson Planning, PBIS, Social Emotional Learning, Facilitative Leadership, Program Policies, Program Quality, Crisis Management, Homework Assistance, learning styles/strategies, behavior management, working with English Learners, cultural competency, working with people with disabilities and diverse needs, school site safety, and emergency procedures.

Further support and administrative guidance will be provided by school principals and vice-principals. Administrative staff will hold valid administrative credentials. Their work schedule will begin during the regular school day and continue throughout the ASP program day. Staff will work with students, families, and ASP staff to develop, implement, and monitor all activities.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

The ASP is designed and staffed to be safe, accessible, and effective for students (and families) who are struggling due to poverty, academic, and social-emotional challenges, and other life circumstances—helping youth overcome obstacles and become high achieving learners, and by doing so, helping to reduce the achievement gap and increasing student school day attendance. The ASP promotes the successful and holistic development of youth by providing opportunities for young people to acquire new skills, engage in creative learning, share their talents, and leave a positive mark in their communities. High-need students receive priority for admission to the program. As a result of this, AUSD has experienced an increase in the ASP annual plan outcomes that specifically track and measure: increased school attendance, increased feelings of safety, increased youth development assets and behavioral assets, and increased school bonding. Because of the ASP’s focus on engaging and equipping young people with the skills in these developmental assets, this, in turn, helps them succeed in

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school, graduate from high school, and transition to productive members of communities.

ASP leadership and AUSD school administrators meet regularly to collaborate and share information to plan and access program goals in relationship to school day goals. The ASP's full-time Program Coordinator's key role is to engage with school-day staff from leadership to paraprofessional positions in sharing information, resources, and support plans on specified students in the program. The ASP Coordinator works with families daily, as a listener, advocate, and/or resource

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

AUSD is collaborating with BACR to plan, implement, and update the ASP. BACR's Program Director, Program Manager, and Coordinators have all been with BACR for numerous years. The AUSD Leadership Team, Program Staff, current students, parents, and teachers also have input in this collaborative process.

Collaboration and partnerships include:

AUSD - School site leadership - program planning and family outreach
Bay Area Community Resources- After School program planning, staffing & administration, family outreach
Contra Costa County Food Bank - provides food for the families in ASP

BACR has many collaborative partners and is currently seeking potential partners in the Antioch area. AUSD ASPs are currently partnering with the Girl Scouts of North America in the Antioch area. BACR After School Department has partnered with BACR Youth Workforce Development Department placing older youth as youth interns in our elementary school after-school programs in Antioch. High School Youth Interns participate in training, and site meetings, and acquire job skills that support their ability to become BACR Instructors in the future. In addition, BACR in Antioch has partnered with Antioch High School to conduct classroom presentations to recruit graduating seniors that aspire to a career in education. We place the recent graduates in our summer and/or regular school year programs. This practice has supported staffing sustainability.

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10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

AUSD and BACR engage in an ongoing process of evaluation and continuous quality improvement of the ASP. The previous year’s survey results are utilized to plan and develop strategies to implement program improvements for each site individually. Data is shared with school-day staff to collaborate and make continuous program improvements. BACR programs are held to high standards to engage in routine observations and utilize the BACR coaching model, stakeholder input, and implementation of improvements. Below is a calendar of the major CQI activities that are carried out throughout the year and which stakeholders participate in each of them:

CQI Action Item	When	Who
Data Review	August	AUSD Leadership Team, ASP Manager, and ASP Coordinator
Self-Assessment using the Quality Standards and PQA page 44	<i>October</i>	ASP Coordinator, ASP Staff, and School day staff
Quality Improvement Action Plans	November and February	Manager and Coordinator
Formal Site Visit using the Quality Standards and PQA page 44	January	Manager/Director
Program Planning Tool Process	March	Coordinator, Manager, AUSD Leadership Team
Surveys	April	Parents, Students, AUSD School staff

11—Program Management

Describe the plan for program management.

After school programs are designed and staffed to be safe, accessible, and effective for students and families who are struggling due to poverty, academic, and social-emotional challenges, and other life circumstances. Helping them

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overcome obstacles and become high achieving learners and by doing so, helping to reduce the achievement gap and increase school attendance.

After School Program Staff consists of a Program Director, Manager, Program Coordinator, and staff for each grade level. The Program Director is responsible for all aspects of after-school programming and is the primary point of contact. The Program Director supervises and supports the Program Manager, who in turn supervises the Site Coordinators and guides staff professional development, with a span of control that ensures high-quality supervision.

The program Manager carries out the following: provide on-site coaching, observations, feedback, staff development plans, and resources for the students. The Program Manager ensures proper alignment between the after-school program and the school day programming. Program Managers work closely with principals to recruit, hire, orient, and supervise after-school Coordinators.

Program Coordinators are responsible for day-to-day management and supervision of the after-school program. Coordinators are on-site 35 hours a week and are the primary point of contact for the school's after-school program. Program Instructors report to the Program Coordinator. The Program Manager and Program Coordinators meet monthly as a large group to share district information, initiatives, and the agency's goals.

Program Instructors are supervised by the Program Coordinator and receive regular constructive observation feedback. Program Coordinators meet regularly with their site staff to plan, discuss, evaluate program quality, and problem solves as a team.

School district staffing includes the school principal and vice-principal. The vice-principal will collaborate with ASP staff and give guidance to the program. Their role will be to develop, implement, and monitor the ASP program in partnership with the ASP staff.

BACR's accounting department assigns a Project Accountant and Contracts Manager to manage after-school grant funds. BACR Project Accountants use MIP fund accounting software to monitor revenues and expenditures by funding source.

The AUSD administrator responsible for the after-school program collaborates with staff from AUSD's Fiscal Services department to align resources to fund the program and establish the annual budget.

The AUSD administrator responsible for the after-school program also collaborates with program partners, such as BACR, the Contra Costa and Solano County Food Bank, AUSD's Nutrition Services, and AUSD's Facilities department, to ensure that the program will meet the required local match.

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AUSD contracts with ERC to document program attendance and to contribute to the program evaluation. The ERC After School Program Manager software generates the forms and reports required to track and report attendance.

The program plan is a living document for the ASP team. Various components of the plan are revisited throughout the year in our quarterly leadership meetings with AUSD leadership.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

AUSD leadership views the increased services available with the ELO-P as an opportunity to expand current programming with ASES and ASSETs grants. The LEA will contract with the current vendor to provide services to students that allow for an increase in enrollment for current grade level offerings in addition to expansion to Transitional Kindergarten and Kindergarten.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children.

How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The ASP will serve transitional kindergarten and kindergarten students at a 10:1 ratio of students to staff. Highly qualified instructors with experience in early childhood education that reflect the diversity within the Antioch community will be recruited for positions. ASP staff will receive training in Expanded Learning specific to the California Preschool Learning Foundations which are developmentally and culturally relevant. The overarching focus of this training is to support the academic

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success and social-emotional learning of this younger age group.

The TK learning environment will be reflective of the TK curriculum being used in the school day, focused on the students' development and CA Preschool Learning Foundations.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

The sample schedule for TK students includes circle time, literature, movement, enrichment, nutrition, and physical activities.

11:30-12:00	Lunch
12:00-1:00	Rest/Quiet Time
1:00-1:30	Circle
1:30-2:30	Outdoor Play
2:30-3:00	Snack
3:00-4:00	Enrichment Stations
4:00-4:30	Story Time
4:30-5:30	Work Time
5:30-6:00	Reflection Circle

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteer in the school district, except that ~~programs~~ serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history, and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.